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THE NORMAL SCHOOL

STRATFORD, ONTARIO

THE CLASSIC

The Stratford Normal School

1911

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The Stratford Normal School

Dr. Silcox

THE foremost question in the educational world today is that of technical education. A technical commission, appointed by the Dominion Government, is at present gathering evidence in European countries preparatory to presenting a report on this question. Dr. Seath, Superintendent of Education for Ontario, visited Europe last year, and the Education Department published his valuable report on this subject. Chancellor McKay of McMaster University has been appointed Principal of the Toronto Technical School within the past few weeks. The latest movement in this Province has been the appointment of Dr. Merchant as Director of Technical Education for Ontario.

These events mean that some remarkable educational changes will be made in Canada in the next ten years, and unless each individual teacher of today keeps in close touch with these changes he will either retard the wheels of educational progress or else, finding himself incapable of meeting the demands of new conditions, must retire for those who understand them and can adjust themselves to them.

The leaders in educational thought seem to be guided in these recent developments by the principle that "thought never arises unless there is a necessity for the reconstruction of experience." The necessity for a reconstruction of experience can be felt only when real problems have to be met. These problems may be concerned with material things or with symbols or with purely abstract ideas. A Japanese parent placed his son of eight years on a book-case seven feet high and told him that he must get down without hurting himself. By this plan he set up a necessity for reconstruction of experience in dealing with material conditions. Surveyors find it necessary to use formulæ in their calculations. The discovery of these formulæ is essentially a problem in-

volving symbols. The Ontario Government expects Dr. Merchant to outline a satisfactory system of technical education for this Province. His problem is one that requires the examination of many ideas of his own and of other people.

Our schools have not been providing the conditions which require active thought. We have been content to learn what others have thought or are thinking, but such learning, if really a thought process at all, is of the most rudimentary kind. We must seek to present real problems for solution and the recent developments in technical education lead us to believe that a beginning in this direction will soon be made.

We need not wait until the new regulations are issued. We should supply the conditions that will produce sound thinking at once, and when the new order of things is established by law we shall be able to more than meet the requirements, and in addition feel that we have had some part in the improvements of conditions.

The necessary development in technical education can scarcely be effected without good male teachers, and the present outlook should encourage young men to enter the teaching profession, with a view to subsequent advancement in this new line of educational work. Meantime let every teacher ask himself this question, daily,—How can I make my pupils feel the necessity for the reconstruction of their experience today and, as a result, secure real thinking?

S. SILCOX, Principal.

CIVICS.

IN terms of community life civic virtue is the aim of education. If one fails as a citizen nothing else can guarantee public service. Education for citizenship is a growth. Citizenship must gradually take shape from the experience of life, and it follows, therefore, that its political aspects which are most closely related to the voter, and which are finally determined by him, are very remote from children. And yet the science which deals with the civil administration of affairs of a country must have its roots in the simple experiences and relations of childhood.

Every thing that adds to economy and efficiency in society and in the individual relates to good government and lies at the very foundation of civics. From this, it follows that the more opportunities the school offers for the children to undertake a piece of work of real value, the more clearly the essentials of good government will appear to them and the more amenable to discipline they will become. Pupils are most difficult to control in those schools that provide least for the individual physical activities of the children, and

are the most easy to control in those schools where a great variety of handwork abounds. Where manual training can give a class an opportunity to render a valuable service to the community, in a task which develops individual taste and ability, and engenders interest in the work of others, and respect for the achievement of others, it seems to be the greatest single influence towards sympathetic, responsible, active good citizenship. At present teachers are laying more and more stress upon constructive work of various types as an indirect means of civic control. The foundations for the study of civics are to be found in those constructive arts of adjustment, positive in character, which are intended to promote the welfare of the individual and of society itself.

Anything that is done in a community which affects the organization and administration of its affairs has to do with civics. Good citizenship implies that the person is able to affect favorably the general good. This is true of the child as well as of the adult. The first interest of the child is in his home. The home is the unit of national life and the foundation of good citizenship. Upon the integrity of the home everything depends. If the care of the home and its surroundings were placed largely in the hands of the children much would be done towards developing in them the proper civic spirit. Many parents deprive their children of the best means of putting themselves into direct touch with civic life. One could scarcely estimate the benefits that children derive from such experiences, especially if the parents are also taking a part in this work. The movement on the part of schools to enlist the interests of the children in home and school gardening is probably the best work in civics that has ever been undertaken for young people. If a child is thoroughly trained in the care of his home and his civic taste further developed at school, when the time comes for him to use his franchise he is apt to cast his ballot on the side of virtue in public life.

Parents and teachers should direct their efforts towards building up in the children civic ideals. These ideals will soon reveal themselves in the conduct of the children. The degree in which the pupil's conduct is modified is the best possible evidence of efficiency on the part of the teacher of civics. The true function of our public schools is to establish ideals and standards of action. Men act not as they think, but as they feel; and it is not the idea but the ideal that is important in civics.

Although civics touches history most intimately, and depends upon it for the explanations of the use and development of civic privileges and functions, yet the subject should not be taught historically at first. The beginnings should be made by using the material nearest at hand. The material for illustrating the fundamental facts of civics is abundant in every locality and easy of comprehension. The sources of authority in its particular forms and the need of obedience to it, are all essential facts in civics and should be made the basis of the earliest oral teaching. The home life should be drawn upon freely for illustrations of the need of government and of the rights and privileges of the individual, yet authority

varies so in different homes, that examples of home duties and privileges widely differing in character are sometimes confusing. But the authority of the school stands on middle ground between the peculiar authority of the home and that of the state, and may well serve as a basis of oral lessons which should begin in the first class.

Pupils may be trained for the duties of citizenship by discipline in the performance of such social duties as fall to them during their school life. The control of the conduct of pupils often seems a disagreeable task, but it is so largely because it is not recognized as the teacher's greatest opportunity. An infraction of necessary school regulations is sometimes a piece of good fortune, for it gives the intelligent teacher a chance to show the offender the relation of his act to the interest of the school and to the rights of the other pupils. But the opportunity to inculcate the principles of altruism through sweet reasonableness is not the only valuable element in discipline. As the members of the community must learn the necessity of obedience to law and must become conscious of the value of firmness on the part of the government, it is well that they be confronted with this fact, at the earliest moment, if not at home, certainly in the school.

The work done in Canadian history and in civics ought to be the most potent factor in the public schools in the training for citizenship. The schools should develop wide-awake, sturdy champions of civic and social virtues, who have an intelligent interest in present day issues, as well as in the events of the recent past. The teacher who combines this work in recent events and present-day problems with the teaching of history and civics will help to produce citizens qualified to solve the social and political problems of our country. Our pupils in the public schools will be better citizens if their study of history has been enriched and vitalized by the study of living issues. Events in recent history would provide the best possible material for instruction in the industrial, social and political problems of Canada and the Empire.

THE STUDENTS' MISSIONARY CONVENTION AT GUELPH.

OUR visit to Guelph not only afforded us a great deal of pleasure, but was valuable in giving us a wider view of missionary work in general. Nothing could have surpassed the kindness of the citizens in general in looking after the welfare of their guests, who, although they outnumbered all expectations, were one and all provided for.

Saturday evening the Paisley Street Methodist Church entertained us at tea, and the most striking thing noticeable about Stratford was the entire absence of a Normal yell among the spirited peals of the College and University students.

As we were unfortunate enough to be unable to attend the Friday sessions the meeting Saturday evening was the first that we had the pleasure of attending. Upon reaching Norfolk Street Metho-

dist Church we found some 300 or more students assembled and a general air of good fellowship prevailed. The speakers for the evening proved to be Mr. Robbins, returned missionary from the Philippine Islands, and Mr. Murray, missionary in China. Both were eloquent speakers and as each was dealing with work perfectly familiar to himself, the addresses proved intensely interesting. The remarkable spread of Christianity in these heathen lands and the eagerness of the heathen to receive the Gospel were vividly portrayed. At the close of this session, a meeting of the various delegations was called to discuss methods and means of organizing new mission classes in the respective colleges and of awakening the interest of all in this most pressing need for the foreign field. The delegation from Stratford, twelve in number, felt that there was a need for more classes of study and an increase in membership. It was also maintained that the interest displayed in our efforts by the members of the staff would go a great way towards facilitating our work.

Sunday was filled to overflowing. At 9.45 a volunteer meeting was held. The speakers of the evening before outlined the steps that should be taken in order to offer oneself as a volunteer. At 11 a. m. the delegates dispersed to their various churches, and assembled in a mass meeting at 3 p. m., at which various student volunteers told their reasons for volunteering to go to the foreign field. The testimony of Miss Robinson, Toronto University, born in Japan and a volunteer was most interesting, but others were equally so. A question drawer was also held.

In the evening we were once again permitted to hear Miss Kawai, the little Japanese lady who gave us so much pleasure while on her visit here, and her message was a most striking one. She pointed out the opportunities the American young men and women had and the great responsibility that rested upon their shoulders. Mr. Robbins followed and gave further experiences of his life in the far away Philippines.

A farewell session of delegates was then held and all departed filled with new ideas and plans and quite prepared to carry them out to the best of their ability.

Eight forty-five Monday morning found us speeding on our way to Stratford, after having what we considered a most enjoyable and profitable visit.

Things without all remedy,
Should be without regard: what's done is done.

Nothing in his life
Became him like the leaving it; he died,
As one that had been studied in his death,
To throw away the dearest thing he owed,
As 'twere a careless trifle.

VALEDICTORY.

Like driftwood spars which meet and pass
Upon the world's great ocean plain,
So on the sea of life alas!
Man meets man, meets and quits again.

OUR voyage on this sea brought us to a port rich with those things which go to make life worth while. Whatever our motives in taking this voyage may have been, while we have been anchored here, there has been instilled into our characters the true desire to elevate the teaching profession to the greatest height attainable. The supreme element in this process has been the strong characters who have been guiding our efforts towards the accomplishment of this aim.

It is true we cannot see the end from the beginning, in no place has this proverbial statement a truer interpretation than in a Normal School, which with its numerous avenues of study so bewildering in their multiplicity, leads on step by step to the development of teachers with improved methods, true aims and high ideals.

What Arnold says is true, "Man meets man, meets and quits again," but life cannot be quite the same after this meeting. So we know that as we leave Stratford Normal School there will go with us the influence of the true and sterling character of our Principal, and of those affiliated with him who have each contributed in a unique manner to our development. In the Model School we have found teachers each strong in his or her individuality. Nor can two hundred and eight students associate for six months without leaving their imprint upon the lives of one another. We have met here high types of culture and refinement, students whose bright optimistic nature has made our school atmosphere cheery and wholesome, and those whose studious example has induced us to bend more earnestly to the end in view. Amid all this we have partaken of intellectual feasts, some of which have not been excelled in our previous experience, and we are grateful to the Department of Education for providing us with lectures which have been an unlift and a delight.

A refreshing atmosphere has been created for us by the citizens of Stratford in their church and home life, thus developing the social element of our nature. Nor has this development been limited: under the supervision of the staff of this school, ideas aesthetic and social have been placed before us in the planning and conducting of our "At Homes," which have been not only occasions of great enjoyment, but have also contained the element of education. The kind and generous hospitality, extended to us by Dr. and Mrs. Silcox, has proved an appropriate climax to all this pleasure.

So our bark has been harbored in a healthful zone and now we must hoist our sails and battle with the storm. But why has this port been endowed with such a wealth of opportunities? Is it that we may receive pleasure, a greater degree of culture, or a higher type of education? No, we are not the end in view, but

rather the means to the end which was the motive prompting the organization of this institution.

To our country we are indebted and to our country we must contribute. It is the boys and girls of today who are to make the citizens of this fair Dominion, and it is our privilege to inculcate in the child life, a true foundation for education and the principles of a staunch Canadian citizenship. Already we find this Canada of ours a "heterogeneous mass," and it will be the work of the public school teacher to weld it into a "homogenous whole."

We have learned to appreciate the correlation of the various branches of our course of study and to know something of their value; let us remain steadfast to our educational doctrine and endeavor to elevate such an ideal in others. This will require an effort, but the results will compensate for the sacrifice.

Though we separate and our relations as teachers and students will cease, we go from here with a common aim to place a higher standard upon life's greatest things.

What is the grandest work of all?
The work that comes every day,
The work that meets on every hand,
Is the work which for us is truly grand
And the love of work is our pay.
What is the grandest life of all?
It is living day by day
True to ourselves from dawn till night
And the love of truth for our pay.
What is the grandest thing of all?
Is it winning Heaven some day?
No, and a thousand time No,
'Tis making this old world thrill and glow
With the sun of love; till each shall know
Something of Heaven here below
And God's "Well done" for our pay.

MABEL BAILEY, Valedictorian.

CHARACTER AND ITS INFLUENCE.

THERE is a structure which everybody is building, young and old, each one for himself—it is called character, and every act of life is a stone. If day by day we be careful to build our lives with pure, noble, upright deeds, at the end will stand a fair temple honored by God and man. But, as one leak will sink a ship, and one flaw break a chain, so one mean, dishonorable, untruthful act or word will forever leave its impress, and work its influence on our characters, and not only on our characters, but on the characters of those with whom we associate day by day.

Our characters are composed of myriads of thoughts and acts. A subtle thing is character and a constant work is its formation. Let us, then, to the very best of our ability form an ideal character.

The value of character is the standard of human progress. The individual, the community, the nation, tells its standing, its achievement, its worth, its true wealth and glory in the eye of God by its estimation of character.

Perhaps, you have been on the shores of a lake one day, when you carelessly threw a stone into the water. It splashed down into the depths of the flowing water—and that was all. No, it was not all. If we look at those concentric rings, rolling their tiny ripples among the reeds, producing an influence slight, but conscious, to the very shores of the lake itself. So we by our thoughts, words and deeds, are exerting a silent but certain influence upon the world around us.

It is thought that the greatest influence exerted upon others' lives is through our deeds. If we treat others kindly, honestly and uprightly they will invariably treat us the same.

A great influence is exerted by the words of our lips. A kind word spoken at the right time has often been the means of inspiring a discouraged one to take hope again. When a person speaks angrily to us we are prone to answer in the same tone, but if we but answer that person kindly, it may be the means of making that anger disappear.

The last but not the least influences of one's character are those exerted by our thoughts. We might ask the question: Have the thoughts of one any effect on one's countenance? We should surely answer in the affirmative. If our thoughts are centered on that which is pure and idealistic, it will have a high idealizing effect upon our lives.

We might ask the question: Who has the greatest influence? I would say, the one who is being taken as an example by others. For instance, teachers, who have lives entrusted to their care day by day, have a marked influence on their characters. So, they, especially should aim at an ideal character.

In conclusion, I would say that we are all exerting a world-wide influence greater than any of us care to acknowledge, so—

We can never be too careful
What the seeds our hands shall sow,
Love from love is sure to ripen,
Hate from hate is sure to grow.
Seeds of good or ill we scatter,
Heedlessly along our way,
A glad or grievous fruitage
Waits us at the harvest day.
Whatso'er our sowing be
Reaping, we its fruits must see.

And oftentimes, to win us to our harm,
The instruments of darkness tell us truths:
Win us with honest trifles, to betray us
In deepest consequence.

SHORT TALK ON BRITISH NATIONAL MELODIES.

(By J. Bottomley, A. R. C. O.)

POSSIBLY a short talk on some British national tunes might be somewhat appropriate today, in view of Empire Day. The first song I will refer to is the most important, and also it happens to be first in date. I refer to "God Save the King." The British National Anthem, so well known the world over, is a tune that has lived for nearly 300 years. In a MS. book attributed to Dr. John Bull (who was a famous musician), and dated 1619, the melody first appears, although it was not published until 1742. The most essential peculiarity of the tune is that it is in two sections of uneqnal length. The first 6 bars; the second 8 bars. The tune was a great favorite with Weber, the great composer, he made use of it several times in his compositions. It was also a great favorite with the great and immortal Beethoven. In Beethoven's journal, referring to one of his compositions wherein he uses the tune, Beethoven says: "I must show the English a little what a blessing they have in 'God Save the King.'"

Dr. John Bull was born in 1562. In 1582 he was appointed organist of Hereford Cathedral. In 1591 he petitioned Queen Elizabeth for a yearly allowance of £30 to relieve his great poverty, which altogether hindered his studies. In 1601 Dr. Bull went abroad for the recovery of his health. But according to one historian, Bull left England owing to his being possessed with crotchets, as many musicians are. In 1617 he was appointed organist of Antwerp Cathedral. He died in Antwerp 1628. He was a very ingenious composer and as a player he was in the very first rank.

"God Save the King," MS. 1619, first published 1742—Dr. John Bull, 1562-1628.

"God Save the King" is sometimes ascribed to Henry Carey, who performed it in 1742.

With regard to "God Save the King," after it became so popular and spread to the continent, it was copied into a German song book (the music, of course) and Rev. Charles F. Smith, a Baptist clergyman of Boston, got hold of the book, and in humming over some of the tunes was struck by the appropriateness of this one for a national air. He accordingly songht to apply it to that use and at once wrote the words of "My Country 'Tis of Thee," and set them to this music. Smith was a gradnate of Harvard (1829) and the first time the tune was sung in the U. S. was 4th of July, 1832. This was in the Park Street Baptist Church, Boston, and the author became famous for all time, at least in the U. S. He had, however, no idea that his tune was the British National Anthem, and the people of the U. S., generally speaking, are still ignorant of its origin. Many think, or pretend, we stole it from them.—R. S. N.

The next song I wish to mention is "Rule Britannia." The music of this ode in honor of Great Britain was composed by Dr. Arne and was first performed August 1st, 1740. The occasion was to com-

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memorate the accession of George I., and the birthday of Princess Augusta. Dr. Arne composed an opera entitled "Alfred," and in the advertisement it is announced that "Alfred" will conclude with a favorable ode in honor of Great Britain, beginning:

"When Britain first at heaven's command"—

The words were written by Thompson, who collaborated with Dr. Arne in work of this kind.

Southey said: "This will be the political hymn of Britain as long as she maintains her political power."

Wagner, the great German composer, said: "The first eight notes of the tune sum up the whole British character. He composed an overture on the tune.

Dr. Arne, son of an upholsterer, was born in London, 1710. He was educated at Eton. His father intended him for the profession of the law, but his love of music predominated, and his father permitted him to follow the bent of his inclination. Dr. Arne was a great and prolific composer, opera after opera did he compose. His songs include Shakespeare's "Blow, Blow Thou Winter Wind," also Shakespeare's "Where the Bee Sucks," both beautiful settings.

The writer in Grove's Dictionary of Music says: "This song will continue to be heard as long as love of country animates the breasts of Englishmen." Dr. Arne died 1778.

"Rule Britannia" 1740. Dr. Arne 1710-1778.

The next song I wish to refer to is "Hearts of Oak." This has been a national and a very popular song ever since it was published, and is very popular still. The words were written by David Garrick, 1717-1779, actor and dramatist, and, as you will know, they appear in the third book of our Ontario readers. The music was composed by Dr. Boyce, 1710-1779, a very distinguished organist and composer. The song was first sung in 1759, and at once became immensely popular. British feeling was strong in that year, for a French invasion was threatened, and the British admirals were keeping the foe at bay.

Dr. Boyce, born 1710, was the son of a cabinet maker. He became a chorister at St. Paul's Cathedral, and afterwards was made organist and composer to the Chapel Royal. Some of his fine anthems are still, and will long continue to be in use in choirs and places where they sing. He died in 1779, and was buried in the vault under the centre of the dome of St. Paul's Cathedral.

"Hearts of Oak," 1759. Dr. Boyce, 1710-1779.

Tomorrow, and tomorrow, and tomorrow,
Creeps in this petty pace from day to day,
To the last syllable of recorded time;
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow; a poor player,
That struts and frets his hour upon the stage,
And then is heard no more: it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

A TYPICAL DAY AT THE NORMAL SCHOOL.

CLEAR and bright the moon shone over the city, the floor of heaven was all brilliancy with its millions o ftwinkling stars; not a breath of air disturbed the stillness. A peaceful Sabbath was having a peaceful close. I stood at my open window and gazed long at the scene. Suddenly in contrast to this peaceful scene there loomed up before me another, in which there were class-rooms, teachers and students, and suggesting at every point hurry and worry. My heart sank as I thought of it; but was it something in that quiet scene before me that stirred my better feelings and whispered to me, "try, try again?" Perhaps there was. At any rate ere my tired eyelids closed in slumber I had resolved to follow the motto, "Play up, play up, and play the game." I had formed all sorts of beautiful resolutions, in fact I had reached the point where I was courageous enough to decide to brave the cold gray shadows of a November morning and actually rise at six o'clock, and with this happy thought in mind and anticipating all the pleasure I would have in feeling that I had a whole two hours instead of three seconds in which to hunt up the score of articles such as lesson slips, lesson plans, arithmetic exercises, etc, that were sure to have mysteriously disappeared in the night, I fell into a peaceful slumber.

But, alas! it was not six o'clock that the chimes were so merrily ringing as I opened my eyes to greet another day, but precisely fifteen minutes to eight. I shall spare you the scene of those next few minutes, suffice to say that I was like the pig that Dr. Silcox told us about, I was going so fast you couldn't count me. At last I was ready and seated at breakfast. But, oh, how I did envy that blest animal, the cow, that can bolt her food and chew it afterwards. I smiled as I thought of Gladstone's advice to chew thirty-two times for each mouthful you take. Of course, that is all right for Normal School masters, who are men of leisure, but for the student it is chew once for each thirty-two mouthfuls.

Breakfast over, I made another desperate attempt to cram into 1.043 seconds half an hour's work, but in some mysterious way it was accomplished. Under one arm were Bagley, Langdon, Smith, public school readers, McMurry and half a dozen exercise books; under the other was a huge bundle made up of a precious collection of mounting paper and leaves, seeds and bottles. In one pocket was to be found a number of papers such as mathematical exercises, summary of chapter VII. in McMurry, report of music lesson and lesson plan, while in the other was a mixture of pens, pencils, erasers, penknives, locker keys, college mission money and Literary Society fees. Nevertheless I was soon whirling rapidly towards the Normal School.

Yes, I had climbed the last flight of stairs to the cloak room and deposited wraps, rubbers, etc. The last bell had sounded but

already I was on my way to the assembly hall, and a bold little run at the very last pinch put me into my native spot.

Then the lessons of the day commenced, but it is needless to describe to you the whirl and maze of that morning's proceedings. Breathlessly I had rushed up two flights of stairs to room No. 5, only to find that like Pat, when I got there I wasn't there at all. I had run the risk of getting heart disease in my endeavor to reach locker number so and so, of the cloak room two floors below in order to get my history notebook in which to copy the notes, and found on my return that it was going to be literature that morning, and my book was resting peacefully in that self same locker. I had tried to look calm and serene when I heard the teacher say "You had better read that up tonight, it is only a few lines," regardless of the fact that I had already forty pages in McMurry, thirty in Bagley, twenty in Langdon and an equal amount in White or Smith or some other heathenish name, on that same night. I did not even look surprised when I heard the remark: "Of course, you are not very busy yet, but after a while we shall get down to hard work." I suppose that it was a case when the stimuli of the nerve endings were so numerous that they failed to make any impression. Nor did my heart sink as I wrote page after page, although the teacher had said, "I shall give you only a few notes on this."

But finally the last bell sounded and another morning's work was over, over did I say? Ah, no, for just as I was hurrying along a certain little wire basket at a certain door reminded me very forcibly of a certain fact, namely, that a certain lesson plan in a certain book upstairs in a certain locker should have been at a certain school at a certain hour. Then a certain student felt a certain stimuli of the nerve endings, and you know the rest. In about three more minutes I was standing in fear and trembling before Dr. Silcox, saying all the things that I had never intended to and not saying a single thing I had intended to, while Dr. Silcox, like the good shepherd of old, left the ninety and nine good things I had done and sought out the one. But let me pass on. Outdoors the rain was now falling. However, regardless of the fact that my umbrella was safely at home, I sallied forth endeavoring to believe with Mr. Emery that walking is good for you.

As the bells chimed out again the hour of one I retraced my steps to the Normal to sing Doh, ray, me, soh, as melodiously as possible. At 2.05 o'clock I started to walk for the Central school. Of course, this time I had no need to hurry, having a full ten minutes to get there. Of the lesson and its results I shall say not a word, but of this you may be sure, that it was a wonderful lesson in every sense of the word, and then as the last lesson was really over—

A poor little tramp of a student one day,
  Low spirited, weary and sad,
From a big red brick building went slowly away
  With feelings both wicked and mad.
She had been criticised cruelly and sore
  But her motto was still "Excelsior."

VALEDICTORY.

TIME rolls its ceaseless course, and in the course of time, we as students of the Stratford Normal School have come to the parting of the ways when we must say farewell, gird ourselves with the armor of the pedagogue and go forth into the world with a whole-souled purpose in view. The year that is gone has been full of the delights of the student vouchsafed to us, as it were, by special dispensation of Providence and the Education Department before we face the stern responsibilities of the teacher. We came, we drank at the fountain of pedagogical learning, we tasted the joy of new friendships, we experienced the spiritual uplift, perhaps raised our ideals and widened our mental vision by contact with so many among teachers and students that were men and women in the true sense of the word. An educated nation must be a superior nation, one of highest physical and mental attainments and of highest moral standing and nobility. Wise men with great foresight and wisdom perceived the need of a nation and laid broad and deep the foundations of our educational system with a view to making a great and happy people. And it devolves upon us to follow in pursuit of this aim. We shall have it in our power to mould and shape in a degree a portion of Canada's future and with what conscientious and painstaking effort must we approach it! One who knows has said that the ideal teacher is as wise as Solomon, as impartial as a telephone directory, as patient as a glacier, as immovable as truth, as untiring as a steam engine, as alert as a mongoose and as rare as a hen's tooth. Surely we would be but little lower than the angels to possess all these qualities. Who dare aspire to this ideal? We dare hope all things, having profited by such precepts and examples as those of the S. N. S. Let us put into our work our whole heart, a sympathetic heart, a cheerful and optimistic spirit, an application of the knowledge and methods we have acquired, a strong sense of duty, a sense of humor, a desire to excel and to see the diffusion of sweetness and light—and then let us hope for results.

The training we have had in the practical business of teaching has been excellent, both in the Model Schools here and in the country school where we spent a week. It is a comfort to know that our knowledge of pedagogy does not consist of mere theory, but has been actually experienced and found practicable. Although the criticism of the teachers occasionally appalled us and made us feel that we had mistaken our life work, yet we realize now how beneficial they were to us and we feel the truth of the proverb that every cloud has a silver lining and behind the cloud is the sun still shining. We have come out into the sunshine now which will dazzle us with its radiance when we hear of the success of Stratford Normal students. We anticipate that glad hour by congratulations. The week in the country school gave us an idea of the need of resourcefulness

character of our pupils. To teach diligently and faithfully every subject in the public school course of study means that those boys and girls under our charge will have the five senses of their being well developed. Perhaps no one is better able to judge the value of an all round development than a Normal School student. What is the cause of these wailings over art, construction work and music? Is it not because in our childhood, our hands, eyes and ears have not had the privilege of that natural course of development necessary for the work of Normal School students. The privilege of removing these difficulties is in the control of the public school teacher.

True this continuous round of duties becomes irksome, the pupils' never-ending questions almost unbearable, and you feel that you must run away from it all. Yes, it means self-sacrifice to be a true teacher, but go a few years into the future and you see your reward. This fair Canada of ours will owe to you an inestimable debt of gratitude for the well developed intellectual citizenship of which she boasts.

But not only in the school room does the teacher exert his or her influence. Ralph Connor's school day type has not yet gone from existence, when the school master wields his influence over the community in which he holds sway. Our personality should tend toward the elevation of intellectual and moral standard. That is what we stand for, and with Shakespeare we will say:

> So shall inferior eyes
> That borrow their behavior from the great
> Grow great by your example and put on
> The dauntless spirit of resolution.

STUDENTS' NIGHT AT THE Y. M. C. A.

IT has been well said that success in the world depends more on energy than on information; and taking this to be true, how disastrous the result if, from the life of the student, were blotted out those activities so essential to bodily welfare and so necessary to make "intellectual training available in the struggle of life." But in this era of advancement on every side, in this century of increasing prosperity and growing promise, the world has not forgotten to raise the standard of a better and higher education; and thus the tendency today is to unite the desire of the learned Athenian for intellectual culture and refinement with the ambition of his Spartan neighbor for vigour and physique. Thus we have come to realize the truth of the old maxim "Mens sana in corpore sano."

This athletic spirit first burst forth among the students of the Stratford Normal School on Tuesday morning when Dr. Silcox, our Principal, announced that we were to send a team of seven of our "Stalwarts" down to the Y. M. C. A. on Friday evening to compete in a tug-of-war against various teams of the city. A special dele-

gation composed of the Lion Hearts of Grade B. who under the leadership of their enthusiastic captain, R. S. Shaw, somehow produced a huge rope, and in a very strenuous practice showed from the very word "pull" that they were winners.

On the Friday evening about 7.45 p. m., a mighty host from the Normal, from the Collegiate Institute, and from the Business College gathered to witness the affray. On entering the Y. M. C. A., programs were given out which showed that the first item was the students' greeting in the reception hall. This proved a means of getting acquainted with each other. The introducing of a few of the quiet bashful boys to such a host of amiable young ladies seemed to remove the thin veneer of stiffness that might otherwise have been evident. One lady in Grade A remarked on the difficulty in remembering the names of the boys, but of course it is unnecessary to mention any of the "difficulties" of the boys.

About 8.30 the crowd might have been seen promenading to the beat of the harmonious strains of the city orchestra, wending their way up to the assembly room, where an excellent program was given by the Normal School students. At this the ladies took a prominent part, proving again that music, song and eloquence do not wholly belong to the sterner sex.

The last item, but oh, not least, was the sports in the gymnasium. The first line up for tug-of-war consisted of the selected seven of the Collegiate against those of the Normal. With some pulling and shunting the Collegiate were forced to give way, and the Normal came off winners, but not conquerors.

The next line up was between the Y. M. C. A. and the Business College. These two teams could truly boast of their skill at pulling the "tug" through continued systematic training and practice, but the well trained Y. M. C. A. septet was an easy opponent to the husky Business College "Monsters."

But now were to come the finals. The Normal, being the first winners, were to pull the Business College, the other happy victors—and it was a terrible contest, a hand and foot engagement; such jerking and slipping and sprawling! Terrible! Terrible! And those walls which had so oft before trembled and shook, now tuned their beams to the shrill screeches of the boys below accompanied by the silvery shouts of enthusiasm "Pull! Pull!" that came from the ladies in the gallery, which if we had stopped to listen, would have proven very unlike the high and low "Doh" that had come from them on previous occasions. You would have thought that the "tug" was going to break. It held in bewilderment both spectators and judges. But, alas! in the end the College won.

We are disappointed and could easily give a dozen good excuses for our failure, but "Cheer up," we'll do better next time. Of course the girls all said we did nobly, but they had to say something. The task of seeing all the girls home that night loomed large to the boys, and not wishing to show preference, they very rapidly dispersed to their respective abodes.

But now, forgetting that which gave such full enjoyment and forgetting that which gave such pain for the moment, and looking

at the great benefits to be derived from all sports, let us grasp at the opportunity that is here given every one of us to take part in some healthy and energetic exercise, and in conclusion say that the students of Stratford Normal School have struck the right chord and have sounded the proper pitch when they have organized football, skating, hockey and basketball teams, so that the ladies as well as the men can find that recreation and enjoyment which supply renewed vigor to the depressed and over-taxed brain.

GREETINGS FROM GUELPH.

HERE we are, sixteen of the jolliest, best behaved and most studious of the ninety-nine students at the O. A. C., sitting on the campus, listening to the warbles of bronze grackle, rose-breasted grosbeak and chipping sparrow, while the common Eastern Swallow Tail and Morning Cloak go flitting by. But amid all these attractions, someway, somehow, our thoughts return to the aquarium and the insect boxes of the S. N. S.

When our muscles ache and our fingers twitch from too intimate association with the plane, saw and chisel, a longing is created for those simple tools, the ruler, scissors, liquid glue pot and cardboard.

Yes, we are in a delightful spot, with all the characteristics of a summer resort, including sufficient wholesome work to make life interesting. A prominent educationist said recently that "it is a combination of city conveniences and country privileges."

Our instruction is given in the various buildings in connection with the Agricultural College and in Macdonald Institute. The classes in Industrial Arts, consisting of the three departments, Art, Mechanical Drawing and Woodwork, are held in machinery hall. You ask about the Art. Oh, yes, we have color charts in abundance, with great display and delicacy of colors.

As you sit within the walls of the S. N. S. you may have visions of May flowers, birds and green trees, and wish that you might roam among them. Such visions of ours have become a realization, as with butterfly nets, bug bottles and insect boxes, we march at the familiar tremendous rate, across the freshly sowed oat fields to the north woods and here receive Nature Study instruction. Butterflies, caterpillars and other insects are becoming objects of admiration, as we gaze at their beautiful markings, magnified by the lantern. Our garden plots are places of wonder and interest as we watch the co-operation of soil and seed in the development of plant life. A new interest has been created for us in "Bee Culture," by two lectures given by Dr. Phillips of Washington, who has portrayed it as a simple means of bettering one's financial standing in old age. Consequently, we have renewed hope.

Now you are beginning to think how hard we have to work and how monotonous life must be. Not so; there is another side. The spacious dining-room wherein our abnormal appetites are so boun-

tifully satisfied, and wherein conversation is carried on, occasionally to a hilarious degree; the attractive sitting-room, which is open to us at all times, and to our entertainment of other students of the College (who are not lady teachers), by music, vocal and instrumental; the baseball, tennis and promenades occupy the time which is not spent in study. All these present occupation for the most fastidious taste.

A homelike feeling was created for us by the hospitality of the Macdonald girls, who entertained us most enjoyably, shortly after our arrival here.

Whatever homesick feelings we may have had were quickly dispelled by the welcome appearance of Dr. Silcox last Saturday, who by his kind remembrance of us and genial manner, made a bright picture for memory's book.

Though we are enjoying life here, so thoroughly, we often think of you all and we sincerely wish you the best of success in upholding the record of the S. N. S., as we do when we make the echoes ring by

"Stratford Normal hoop la goo
Purple and gold, to roh rum hoo,
Schola oyez cis go bah,
Stratford Normal, rah, rah, rah."

Myrtle Edmiston	Ella Abraham	Ada Neelands
Katie Hurlburt	Eva Armstrong	Katie Tuttle
Bertha Inglis	Mabel Bailie	Mabel Whiteman
Reta McCombe	Lizzie Binnie	Gretta Wilson
Annie McGirr	Beatrice Delahunt	

THE "AT HOME" FROM THE TEACHERS' STANDPOINT.

THE primary object of an "At Home" is the satisfying and the developing of the social instinct, and the successful carrying out is emulation or rivalry of former affairs. Hence the Decoration Committee looks for some unique scheme of decoration. This year the committee chose to specialize on Chinese Lanterns, and these were successful in giving that side of the "At Home" a character different from any hitherto held in Stratford Normal. The decorations in the halls and throughout the building were more elaborate than on former occasions. Chinese lanterns suggest the legendary ease and luxuriousness of eastern palaces. It is doubtful if such grandeur actually exists there, but we think it does, and "as a man thinks, so is he."

The Program Committee centered its attention upon the unusual feature of outside talent, and the singing of Mr. W. A. McCutcheon made the program excellent, while every number on it rendered by the students was also of the highest order. It was essentially a musical program, the recitations by Mr. Emery adding a very spicy variation in the first half. All who took part are to be congratulated upon the success of this part of the "At Home."

The Refreshment Committee discovered its new feature in frozen

water-ice in the half orange, which gave the required element of interest to the prosaic activity of eating. The serving of refreshments early in the evening was also a desirable innovation, as many desired to leave early, and the refreshment feature is too interesting to be missed by anybody.

The guests seemed to enjoy themselves very thoroughly up to the very close and would doubtless have remained longer had the supply of sandwiches not failed or had the orchestra not played "God Save the King." The formal introduction of the guests was a new feature which will be continued on future occasions of the same kind.

The most pleasing feature to the staff in successive "At Homes" is the increasing number of old boys and girls who attend these functions. In the near future it will devolve upon the staff to give an "At Home" of its very own to which will be invited only the students and the ex-students of the Institution, and perhaps their husbands, wives and children. In the meantime, we hope that no ex-student within reach of Stratford was omitted from the list of invited ones. In future we should, perhaps, announce in the daily press that ex-students are always welcome whether they receive an invitation or not. The students of this class may consider themselves invited for next year.

The only way in which future "At Homes" can excel the one just held will be in quantity, not in quality, and no one will begrudge excellence of that nature, especially in sandwiches and water-ice in the half orange.

THE INFLUENCE OF BOOKS UPON CHARACTER.

A MAN is no more truly known by the company he keeps than by the books he reads; his library is perhaps even a surer index into his character than his associates. He may for the sake of reputation do his utmost to keep good company even though his tastes and desires do not demand it; but he is very unlikely to read in private books that are not suitable to his tastes.

The books we read have a wonderful power in moulding our character for good or evil. We cannot read a book at all carefully and not assimilate a great many thoughts that have not previously occurred to us, and the influence upon our minds is for good or evil, just in so far as the nature of the book is elevating or degrading. While reading we are usually unconscious of any influence upon our minds, but after we have mastered the book the thought will work out in our daily lives. We cannot say how much the sense of honor, the courage, the energy and the broader outlook upon life are due to the inspiration of our reading, while on the other hand we cannot tell how much the dwarfed mind, the gloomy outlook on life and the lowered morals are due to the reading of a bad book.

For these reasons the choice of our reading material is a matter of primary importance. We should be very careful about our choice

of books, and having made it, learn to love them. We should not look upon them as mere recreation for an idle moment but as friends to help. Many a dark hour do they cheer and help to tide over times of homesickness by their power to absorb attention. We should remember, too, that books are the souls and minds of authors poured into words, and in reading a book we are reading the author's character, and cannot but be influenced by it even as we would be if we came into personal contact with him.

While there are many books of fiction that should be shunned, still there is a high class of fiction upon which our intellectual development largely depends. We should select the books we want to read though some of the undeveloped faculties of our mind regard them as dry. Thought it will certainly require, but Carlyle says "Not by the levity of floating but by the stubborn force of swimming shalt thou make thy way."

Histories of other times with the insight they give into modes and manners that have necessarily changed with the ceaseless march of time will help us greatly to form correct habits of judgment; biographies of other lives spent in different surroundings to our own help to broaden our view of life and remove narrowing prejudices.

While environment cannot make character, character can make environment; so let us see that as we value good character we surround ourselves with only what will elevate and educate.

A NATURE STUDY TRIP TO THE LITTLE LAKES.

ONE-FIFTEEN p. m. on Saturday, Oct. 15th, found about forty members of Forms 1 and 2 assembled at the corner of Queen and Ontario streets. When Mr. Emery arrived he advised us to start at once so we wouldn't need to walk fast. This remark was followed by much laughter.

We set out at a brisk pace and in excellent spirits. The day was an ideal one and walking was a pleasure with such a sky overhead and such woods in the distance.

Soon after passing the eastern limits of the city we began to scramble on top of fences and into ditches in search of leaves and seeds. By the way, the burdock must be related to the human family; it is so affectionate.

About two miles from our starting point we left the road, climbed a fence and after a short walk arrived at a patch of woods. And such woods! Well might Canada be proud of the woods in October. A teacher might almost teach patriotism from Nature Study without history.

Just at this point we met with a thrilling adventure in the shape of the capture of a terrified snake. Said snake is now in the science room.

After much scrambling through crimson ravines and up russet slopes, we arrived at the smallest of the Little Lakes and the only

one we visited. We obtained some information on peat, some pitcher plants and a pair of wet feet each. (The next class had better wear rubbers.) Then we climbed another fence and went on and on through lovely woods. Space and talent are too meagre for a description of these solitudes. When we had all the leaves we could carry, we got our pictures taken.

Well, we came home foot-sore, weary, dusty, dirty and happy. We afforded some amusement to the electric power linemen along the road, so we made some one else happy. And some of us brought back a vision of autumn woods and skies that will last a long time.

There is something in October sets the gypsy blood astir,
We must rise and follow her.
When from every hill of flame
She calls and calls each vagabond by name.

CONSTITUTION AND BYLAWS OF THE LITERARY SOCIETY.

1. This society shall be known as the Stratford Normal School Literary Society.

2. The object of this society shall be the general improvement of its members, especially in literary and social matters.

3. The officers of the society shall consist of: (1) Honorary president, (2) president, (3) vice-president, (4) secretary, (5) treasurer, (6) an executive committee, (7) an editing committee.

4. There shall be three terms, ending at Christmas, Easter and Midsummer.

5. Duties of President—(1) To call the assembly to order, (2) to preside over each meeting, (3) to enforce the constitution, (4) to explain and decide points of order, (5) to announce all business, state all motions, put all questions to vote and to give results, (6) to receive communications and to give his signature when necessary, (7) to vote only in case of a tie, (8) to look after the appointment of special committees, (9) in general he is the representative of the society declaring its will and obeying its commands, (10) to introduce the speakers appointed on program for each meeting.

6. Duties of Vice-President—(1) To perform the duties of president in his absence or when called upon by him.

7. Duties of Secretary—(1) To keep a correct record of all meetings, (2) to write all orders and conduct all necessary correspondence, (3) to read the minutes of each previous meeting.

8. Duties of Treasurer—(1) To keep a correct account of all money belonging to the society and to expend on the order of the president only such money as the society may direct, (2) to report in full all moneys received and expended as often as the society demands, (3) to collect fees.

9. Duties of Executive Committee—(1) To prepare a program for each meeting, make a list of the same and place a copy in hands of the president, (2) to see that the room is properly arranged for

the meeting, (3) to arrange and transact all other necessary business in connection with this society.

10. Duties of the Editing Committee—(1) To prepare and read a paper at every meeting, (2) to edit and publish a paper every year.

11. Meetings—(1) A meeting of the society shall be held every Friday afternoon at three o'clock. (2) The officers of the society shall be elected at the first meeting of the term. (3) The secretary upon advice of president shall post a notice of any special meeting to be held in connection with this society.

12. Bylaws—(1) There shall be a fee of one dollar ($1.00) per year. (2) Every member of the society is expected to take some part in the meetings. (3) There shall be a change of officers every term with the exception of the treasurer. (4) This constitution and bylaws may be amended by a majority vote, notice of such amendment having been given in writing at the preceding meeting. (5) Any member who violates the constitution and bylaws, refuses to perform according to the assignment of the Literary Committee or neglects to pay his dues for three months may be expelled by a two-thirds vote of members.

Order of Business—Literary program, reading minutes, approval and signing minutes, business arising out of minutes, new business, notice of motions, reports of committees, election of officers, adjournment.

Literary Program—The time of the literary program shall not exceed one hour. The time devoted to the reading of The Classic shall not be more than ten minutes. The humorous readings shall not be more than one in three readings. At least one reading or recitation on each program shall be from standard authors.

SCHOOL ATHLETICS.

HOCKEY, football and tennis are the chief forms of organized athletics in which the students of the present year have been interested. Hockey and football were under the control of the Boys' Athletic Club, which was officered as follows:

FALL TERM.

Honorary President—J. M. McCutcheon
President—A. L. Posliff. Vice-President—R. Wilhelm
Secretary-Treasurer—S. J. Creighton
Captain Hockey Team—R. Wilhelm
Committee—T. M. Dodds, M. R. Robinson, L. R. Ballantyne

SPRING TERM.

Honorary President—H. S. Robertson
President—L. R. Ballantyne Vice-President—R. Wilhelm
Secretary-Treasurer—A. R. Dickson
Captain Football Team—H. W. Burnett
Committee—E. Fairbairn, F. Lippert, M. R. Robinson

Though not taking part in any of the City League competitions,

the members of the hockey club had much beneficial exercise and enjoyment in connection with their bi-weekly practices at the skating rink.

In the spring term a football team was entered in the City League, the Y. M. C. A., the G. T. R. and the Collegiate Institute being the other competing institutions. A lively interest developed in the series of games as the teams were considered to be very evenly matched, but the laurels came to the best team, and the S. N. S. are now the proud possessors of the Rea cup, having tied the Y. M. C. A., and won the games with the G. T. R. and the S. C. I. The following students played on the winning team: A. Fuller, J. Fuller, W. R. Snyder, W. G. Cole, R. Wilhelm, W. G. Crandon, A. F. Hansuld, F. Lippert, H. W. Burnett, E. Fairbairn and R. S. Shaw.

The tennis grounds are now in good shape for play and the game is becoming popular. The committee in charge consists of the officers of the Boys' Athletic Club and Misses Armitage, Hall, Steinhoff and Swinton.

The students appreciated the open air skating rink provided by the Education Department on Victoria Lake. Owing to the nature of the winter, the expense of keeping the ice clear of snow was small, especially when the value of the enjoyable and healthful exercise is taken into consideration.

"IF.

(Rudyard Kipling.)

If you can keep your head when all about you
Are losing theirs, and blaming it on you
If you can trust yourself when all men doubt you,
And make allowance for their doubting, too;
If you can wait and not be tired by waiting,
Or lied about, don't deal in lies;
Or, being hated, don't give way to hating:
And yet don't look too good, nor talk too wise;

If you can dream and not make dreams your master;
If you can think, and not make thoughts your aim;
If you can meet with triumphs and disaster,
And treat both these impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop, and build them up with worn-out tools;

If you can talk with crowds and keep your virtue,
Or walk with kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you—but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the earth and everything that's in it,
And, which is more, you'll be a man, my son.

ALPHABETICAL LIST OF STUDENTS.

Ballantyne, Leslie R., Atwood.
Becker, Charles N., Port Elgin
Burnett, Henry W., Winterbourne
Brintnell, James, Exeter
Cole, Wilbur G., Mitchell
Crandon, Wilfrid G., St. Marys
Craighton, Stancey J., Elginfield
Dickson, Alex. R., Seaforth
Dodds, Thomas M., Winthrop
Eyre, Geo. Nelson, Oliphant
Fairbairn, Elliott, Hensall
Fullar, Archie M., Forest
Fuller, James C., Stratford
Hansuld, Alvin F., Tavistock
Johnston, Joshua H., Trowbridge
Lippert, Fergusson, Hickson
Posliff, Alfred L., Wingham
Redmond, Raymond L., Westfield
Robinson, Milton Roy, Stratford
Shaw, Ralph S., Jamestown
Snyder, Wm. R., Winterbourne
Thompson, Norville M., Port Dover
Wilhelm, Russel, New Hamburg
Woodley, Wilfrid L., Fullarton
Abraham, Esther Ella, Chatham
Allen, Meta C., Paisley
Appel, Vera F., Tavistock
Armitage, Ida M., Lucan
Armstrong, Eva E., Mount Forest
Atkins, Pansy, Owen Sound
Bacon, Anna G., New Bridge
Bailie, Mabel A., Dungannon
Barber, Mary A., Wingham
Barry, Kathleen, St. Marys
Beatty, Marian M., Chesley
Bell, Dorothy H., Tiverton
Benn, Agnes M., Lucan
Benn, Kathlyn, Lucan
Berst, Hilda, Plattsville
Bichan, Myrtle, Goderich
Binnie, Elizabeth J., Bunessan
Boettger, Leona, Hanover
Bolger, Nellie P., Conn
Bowman, Jennie C., Wingham
Boyle, May E., Paisley
Brooks, Henrietta E., Wyoming
Brothers, Muriel, Brussels
Campbell, Gertrude G., Constance
Cassell, Winnifred, New Hamburg
Challenger, Ethel M., Mitchell
Coleman, Mary L., Egmondville
Colwell, Ada, Bervie
Colwell, Violet, Tara
Cowan, Annie E., Blyth
Cuyler, Edna I., Whitechurch
Crowther, Carrie R., Holland Centre
Dean, Rhoda B., Brookholm
Delahunt, Beatrice B., Moorefield
Diehl, Erma, Varna
Dopp, Anna, Berlin
Douglas, Euphemia E., Guelph
Downey, Mary H., Tiverton
Doyle, Anna M., St. Columban
Easson, Ida, Stratford
Edmiston, Myrtle, Princeton
Edwards, Emma, Gorrie
Elkerton, Annie E., Elora
Elliott, Vera C., Goderich
Elsley, Lillian, Mount Forest
Evans, J. Ella, Brussels
Finlay, Adrienne, Harriston
Flarity, Orell M., Owen Sound
Fleming, Jessie M., Washington
Fraser, Mary L., Galt
Galbraith, Ina C., Paisley
Gastrell, Elsie, Stratford
Gillrie, Valda G., Arthur
Givlin, Frances M., Beechwood
Glenn, Annie W., Listowel
Gollnitz, Flossie, Mitchell
Grieve, Helen A., Seaforth
Hansuld, Marguerite, Tavistock
Hall, Mabel L., Galt
Hardy, Zilpha, Teeswater
Harris, Annie, Mitchell
Hattin, Emily M., Guelph
Henderson, Belle, Brussels
Henderson, F. E. May, Craigsholme
Hicks, Lila E., Bornholm
Hildred, Retta Alice, Bervie
Hill, Hattie A., Lamon
Horton, Evelyn A., Hensall
Houston, Frances A., Egmondville
Howie, Ruth F., Walkerton
Hughes, Margaret, Drayton
Hurlburt, Katie, Mitchell
Husband, Olga G., Kemble
Inglis, Bertha May, Maple Hill
Johnston, Bertha I., Fordwich
Kaitting, Minnie R., Galt
Kerr, Alice M., Hepworth
Kerr, Blanche, Stratford
Kidd, Florence, Mitchell
Knight, Robena, Stratford
Knox, Ruth, Atwood

Lacey, Elizabeth H., Goderich
Laidlaw, Minnie Price, Seaforth
Lillico, Marjorie H., Ayr
Litfin, Rose, Berlin
Locke, Lena M., Innerkip
Love, Ida L., Seaforth
Lynett, Kathleen, Arthur
MacCaulay, Mary M., Britton
McComb, Rita Lena, Durham
McCracken, Carrie, Brussels
MacDiarmid, Isabelle, Lucknow
MacDonald, Cassie, Lucknow
MacDonald, Mabel, Wingham
MacDonald, Mary, Searchmont
MacDougald, Sara E., Tara
McDowell, Rena S., Drayton
McFarlane, Pearl, Mount Forest
McGirr, Agnes M., Durham
McGirr, Annie, Durham
MacGregor, Florence, Balaclava
MacKay, Elizabeth, Cranbrook
McKay, Mary F., Glamis
McKee, Eliza B., Millbank
MacKenzie, Anderina, Seaforth
McKenzie, Florence, Brussels
McKinley, Mattie, Jackson
McKinnon, Helen, Brussels
McLaughlin, Dorothy, Palmerston
McLelland, Marguerite, Paisley
McManus, Lillian M., Saltford
MacNab, Kate P., Elsinore
McNivin, Rose, Goderich
McQueen, Mamie, Bognor
MacVicar, Lillias, Goderich
Magwood, Blanche, Stratford
Martin, Annie, Mount Forest
Martin, Sara J., Harrington
Miller, Marguerite M., Bognor
Mitchell, Eda I., Parkhill
Morison, Annie B., St. Marys
Morton, Mary E., Durham
Moses, Elizabeth, Jamestown
Murray, Annie I., Tavistock
Murray, Myrtle V., Tavistock
Neelands, Ada Violet, Forest
Newton, Rhea, Stratford
O'Grady, Mary A., St. Marys
Parkinson, Ethel, St. Marys
Patterson, Helen M., Stratford
Pearson, Mary I., Clinton
Pentland, Laura E., Dungannon
Pethick, Jeanette R., Seaforth
Rands, Jennie, Brussels
Richardson, Jean R., Vyner
Robb, Jennie, Brussels
Robertson, Effa, Wellesley
Robertson, Isabelle F., Wingham
Robertson, Tomima E., Auburn
Robinson, Emma A., Stratford
Rogers, Jessie Muir, Avonbank
Roos, Hilda G., Waterloo
Rosenberger, A. Vera, Plattsville
Ross, Carrie, Braemar
Ryan, Daisy, Dungannon
Scott, Marguerite I., Seaforth
Semple, Jean Agnes, Teeswater
Smart, Bessie J., Brockville
Smith, Elizabeth, Guelph
Spurrell, Bessie E., Elsinore
Steinhoff, Frances G., Stratford
Stewart, Ida May, Millarton
Stewart, Irene E., Belleville
Stewart, Marguerite I., Motherwell
Stock, Ellen V., St. Marys
Stouffer, Mabel R., Berlin
Struthers, Winnifred M., Port Elgin
Squire, Florence M., Listowel
Swinton, Alice E., Stratford
Taylor, Edna, Constance
Thomson, Florence A., Seaforth
Tindale, Ida G., Arthur
Torrance, Mary E., Listowel
Traynor, Elizabeth B., Owen Sound
Troy, Mary Cassie, Mount Forest
Turner, Elizabeth I., Carlingford
Tuttle, Catherine C., Stratford
Urquhart, Katherine, Tiverton
Vivian, Annie I., Mitchell
Wakem, Reta F., St. Marys
Walker, Lillian B., Durham
Waugh, Grace, Berlin
Weber, Elva N., Hawkesville
White, Martha G., Gorrie
Whiteman, Mabel G., Berlin
Wilson, Helen, Drumbo
Wilson, Margaret, Drumbo
Wing Grace, Waterloo
Woods, Eva Ann, Bayfield
Young, Emily Stewart, Owen Sound
Zoellner, Inez M., Mount Forest

THE NORMAL SCHOOL STAFF

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